



Hannah-Pamplico Elementary/Middle

2131 South Pamplico
Pamplico, South Carolina

Grades	PK-8 Elementary School	
Enrollment	892 Students	
Principal	D.Carter/L.Richardson	843-493-2061
Superintendent	Robert E. Sullivan Jr.	843-493-2502
Board Chair	Mr. Thadis D. Calcutt	843-493-0626

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

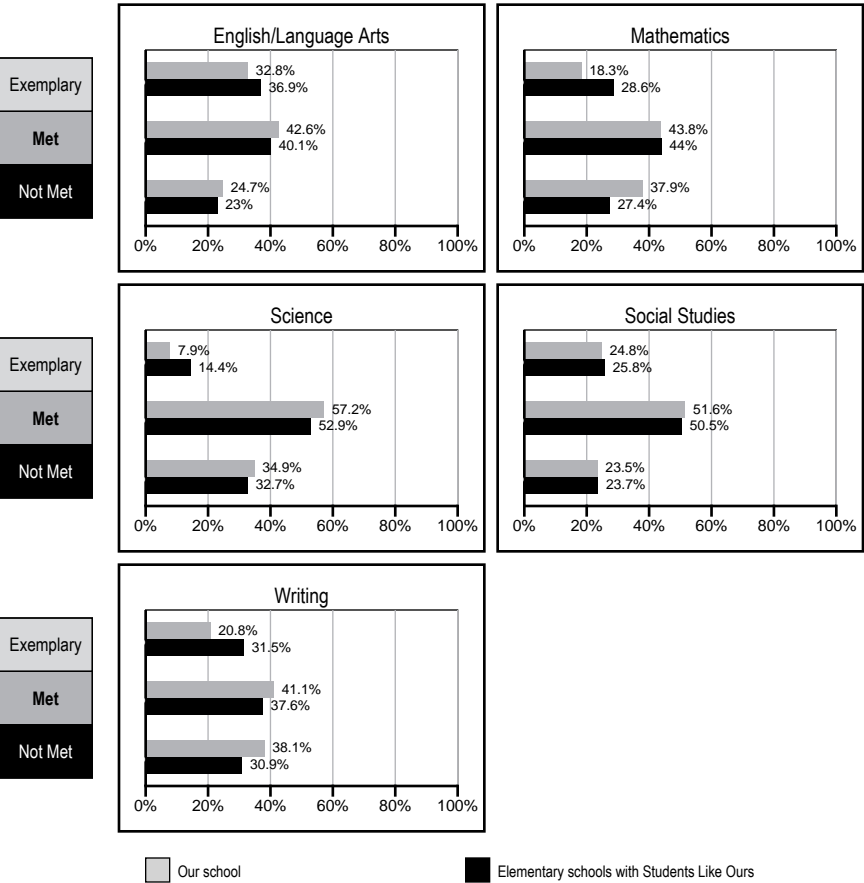
97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	25	80	4	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=892)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.8%	Down from 4.1%	2.0%	1.9%
Attendance rate	96.1%	No Change	96.2%	96.3%
Eligible for gifted and talented	6.4%	Up from 6.2%	10.2%	10.0%
With disabilities other than speech	12.2%	Down from 12.8%	9.6%	7.7%
Older than usual for grade	3.6%	Down from 4.5%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Down from 1.5%	0.0%	0.0%
Teachers (n=56)				
Teachers with advanced degrees	60.7%	Up from 59.6%	60.0%	59.4%
Continuing contract teachers	82.1%	Up from 77.2%	83.7%	80.0%
Teachers with emergency or provisional certificates	1.9%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	86.7%	Down from 87.8%	88.3%	85.9%
Teacher attendance rate	94.7%	Up from 94.2%	95.1%	95.1%
Average teacher salary*	\$45,659	Up 0.1%	\$47,509	\$47,149
Professional development days/teacher	13.8 days	Up from 13.1 days	11.7 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 20.7 to 1	19.0 to 1	18.8 to 1
Prime instructional time	89.5%	Up from 89.3%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,149	Up 5.4%	\$7,452	\$7,458
Percent of expenditures for instruction**	72.7%	No Change	67.9%	68.8%
Percent of expenditures for teacher salaries**	65.0%	Down from 66.0%	61.7%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Hannah-Pamplico Elementary Middle is a child-centered, community school dedicated to providing a warm, friendly, and challenging environment in which all students are offered the educational opportunities to become productive, responsible citizens. We believe that all children can learn if all members of our educational family work closely together. During 2008-2009, our students, staff, and parents united to work toward improving student achievement, professional development, and parental involvement.

Grade-level teaming, vertical curriculum teaming, authentic learning, and skills benchmarking focused on making each student successful. All classrooms at HPEM were equipped with Interactive whiteboards and surround-sound systems; every team had document cameras, activslates, and activotes; and every middle school team had activexpressions. Professional development focused on content area instruction, standards-based assessments, and single-gender instruction. Teachers attended off-campus professional workshops and benefited from on-campus workshops and the support of consultants from Francis Marion University, the Pee Dee Education Center, the Educational Resources Group, and the Center of Excellence. New initiatives included Race to Read, a focused time devoted to independent self-selected reading and conferencing; Race to Achieve, an instructional class emphasizing skill attainment based on MAP results; single-gender grouping, the first phase of an initiative to implement this grouping in grades 6-8; and Soar to Success, a reading program focusing on reading improvement.

Our faculty and students have made significant accomplishments this year. All of our teachers have continued to grow and several have attained advanced degrees. One teacher served in the icoach program as a math/science coach. Four eighth graders were named South Carolina Junior Scholars, and twenty-four eighth graders participated in Advanced Placement courses at Hannah-Pamplico High School. An eighth grader participated in the regional spelling bee. Our Academic team, athletic teams, and mock trial team all participated in regional competitions. All students participated in our fine arts program, which included productions of Mulan, a holiday and middle school musical, and an arts festival. Our elementary students broke records by passing Accelerated Reader book tests. Through the implementation of several initiatives, students showed significant improvement in MAP scores. Our students also contributed to service organizations, including the American Heart Association.

Parents, grandparents, and community members actively participated in PTO, SIC, Grandparents' Day, Field Day, Month of the Young Adolescent activities, Pastries for Parents, Arts Festival, Parent Workshops, and other activities. HPEM is a member of the School-Parent-Community Liaison and National Network of Partnership Schools through the Francis Marion University Center of Excellence.

As always, we are proud of our school and the community it represents. We anxiously await the opportunities and experiences of another great year at HPEM.

Debbie M. Carter, Principal
Greg Poston, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	73	43
Percent satisfied with learning environment	94.1%	84.9%	81.4%
Percent satisfied with social and physical environment	98.0%	87.7%	79.1%
Percent satisfied with school-home relations	90.0%	84.7%	81.4%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R
---------------------------	---

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	551	99.3	34.9	40.8	24.3	78.8	78.8	82.8	Yes	Yes
Gender										
Male	291	99.3	37.3	41.7	21	77.5	77.5	79.3	N/A	N/A
Female	260	99.2	32.3	39.9	27.8	80.2	80.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	277	98.9	26.2	38.4	35.4	82.5	82.5	89.5	Yes	Yes
African American	254	100	43.5	44.7	11.8	74.3	74.3	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	92.3	I/S	I/S
Hispanic	20	95	47.4	26.3	26.3	84.2	84.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	108	97.2	61.6	34.3	4	54.5	54.5	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	53.3	26.7	20	80	80	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	367	99.5	41.6	43.3	15.1	75.9	75.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	551	99.5	37.7	47.7	14.6	74.2	74.2	78.9	Yes	Yes
Gender										
Male	291	99.3	39.1	45.4	15.5	74.9	74.9	77	N/A	N/A
Female	260	99.6	36.1	50.2	13.7	73.5	73.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	277	98.9	25.9	50.6	23.6	82.1	82.1	87.2	Yes	Yes
African American	254	100	51.1	45.1	3.8	65.4	65.4	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	20	100	35	40	25	75	75	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	108	97.2	74.7	22.2	3	40.4	40.4	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	40	33.3	26.7	73.3	73.3	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	367	99.7	44.6	47.2	8.1	69.3	69.3	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	365	99.7	43	49.4	7.6	57	57	67.5
Gender								
Male	200	100	44.1	48.4	7.5	55.9	55.9	67
Female	165	99.4	41.8	50.6	7.6	58.2	58.2	68
Racial/Ethnic Group								
White	185	99.5	28.7	58.6	12.6	71.3	71.3	79.5
African American	165	100	58.1	39.4	2.6	41.9	41.9	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	15	100	N/AV	N/AV	N/AV	46.7	46.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	69	98.6	73.4	25	1.6	26.6	26.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	10	I/S	N/AV	N/AV	N/AV	41.7	41.7	59.6
Socio-Economic Status								
Subsided meals	237	99.6	52.9	44.8	2.2	47.1	47.1	55.1

Social Studies								
All Students	369	99.5	35.2	46.4	18.4	64.8	64.8	72.3
Gender								
Male	191	99.5	32.4	43.8	23.9	67.6	67.6	71.5
Female	178	99.4	38	49.1	12.9	62	62	73.2
Racial/Ethnic Group								
White	194	99	30.1	45.4	24.6	69.9	69.9	80.7
African American	163	100	42.1	48	9.9	57.9	57.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	12	100	25	41.7	33.3	75	75	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	81	97.5	63.5	31.1	5.4	36.5	36.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsided meals	246	99.6	38.7	49.6	11.7	61.3	61.3	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	539	98.3	35.1	43.3	21.6	64.9	64.9	70.2	96.1	96.1
Gender										
Male	284	97.9	40.8	40.8	18.4	59.2	59.2	63.2	96	96
Female	255	98.8	28.9	45.9	25.2	71.1	71.1	77.5	96.2	96.2
Racial/Ethnic Group										
White	272	98.2	25	44.2	30.8	75	75	79.1	95.5	95.5
African American	247	98.8	46.2	41.9	12	53.8	53.8	57.6	96.8	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	86.2	86.2	86.2
Hispanic	20	95	36.8	47.4	15.8	63.2	63.2	62.6	96.8	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	N/A
Disability Status										
Disabled	104	94.2	79.2	16.7	4.2	20.8	20.8	26.1	95.1	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	40	46.7	13.3	60	60	61.2	95.9	95.9
Socio-Economic Status										
Subsidized meals	359	98.6	43.4	42.2	14.4	56.6	56.6	58.9	95.8	95.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	90	100	27.1	32.9	40	72.9
	4	80	98.8	15.5	45.1	39.4	84.5
	5	85	100	29.6	50.6	19.8	70.4
	6	103	100	42.3	42.3	15.5	57.7
	7	105	100	47.5	31.7	20.8	52.5
	8	88	96.6	40.5	45.2	14.3	59.5
Mathematics							
2009	3	90	100	49.4	32.9	17.6	50.6
	4	80	98.8	23.9	53.5	22.5	76.1
	5	85	100	38.3	45.7	16	61.7
	6	103	100	32	58.8	9.3	68
	7	105	100	42.6	43.6	13.9	57.4
	8	88	97.7	37.6	51.8	10.6	62.4
Science							
2009	3	45	100	35.7	50	14.3	64.3
	4	80	98.8	28.2	66.2	5.6	71.8
	5	42	100	45	50	5	55
	6	50	100	50	43.8	6.3	50
	7	105	100	46.5	45.5	7.9	53.5
	8	43	100	57.1	35.7	7.1	42.9
Social Studies							
2009	3	45	100	30.2	46.5	23.3	69.8
	4	80	98.8	12.7	62	25.4	87.3
	5	43	97.7	35	40	25	65
	6	53	100	12.2	65.3	22.4	87.8
	7	105	100	57.4	32.7	9.9	42.6
	8	43	100	51.2	37.2	11.6	48.8
Writing							
2009	3	89	100	40	32.9	27.1	60
	4	77	98.7	26.8	56.3	16.9	73.2
	5	83	98.8	46.3	36.3	17.5	53.8
	6	100	100	39.6	45.8	14.6	60.4
	7	102	97.1	32.7	39.8	27.6	67.3
	8	88	95.5	24.1	50.6	25.3	75.9

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample